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ents would not grudge the time nor boys work unwillingly. Few boys are mentally fitted to be scholars or to take a University course. The majority are well-constituted mentally to be good artisans, men of business, agriculturists. They will be much better workmen for good preparation. Moreover, as already indicated, some of the usual high school studies will be united with the special training. The "generals" will not be neglected while the "specials" are enforced. The citizen will be more intelligent and the artisan more skilled. Young lives will not be stunted and dwarfed by being driven to work at too tender an age. Ideals will have time to develop under good teaching at an age when ideals are formed, the standard of intelligence will be raised, the solving of many social problems assisted, more efficient men and women be trained for the work of the commonwealth.

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ENDOWED SCHOOLS.

The secondary schools of this country may be divided into three classes, high schools maintained by general taxation, private schools supported entirely by fees paid by students, and endowed schools sustained in part by fees and in part by the income from invested funds. According to the report of the Commissioner of Education for 1888-9, there were in the United States about 725 schools of the first, 1,117 of the second, and 207 of the third class. The first class is increasing in numbers very rapidly at the expense of the other two. Popular interest in the last class has been declining for years, though at present it shows signs of a new life. It was the prevalent opinion for a time that endowed schools were not necessary, but that high schools would take their place. Experience has lead some at least to question this view, and to hold that endowed schools have still an important function in the educational system. As an advocate of this view, I wish to make a brief plea in its behalf.

Endowed schools are needed to maintain a high standard of secondary instruction. Such schools as Philips Exeter and Phil-

ips Andover have an important influence in setting the pace for other schools. These academies are never tempted to lower the standard of admission or of graduation by financial considerations. They need not be concerned about the number of pupils enrolled. There is no power outside the faculties of these institutions that brings pressure to bear to change the courses of study to suit the prevalent "fad" or the commercial view of education. High schools have their courses of study determined and the standard of excellence fixed by popular clamor which always follows a low ideal. Private and unendowed schools are similarly at the mercy of their patrons. But the amply endowed school is in a real sense independent of these influences and is at liberty to devise the best curriculum and has power to enforce a high standard of attainment. Dr. Rice's articles in the *Forum* throw some light upon the kind of schools built up under a system managed by the votes of the masses. We need at least a few schools independent of dictation and free to provide what is best for the pupil and not what the pupil or his parents wish.

Again the high schools and private schools are inadequate to meet the demands of secondary education. There are many excellent high schools in centers of population, but they are not available to a large percentage of those who are remote from these centers. The high school cannot provide for pupils who must be sent away from home for their academic instruction. Where shall this class go? Some will go to private schools, but these are often so expensive as to be unavailable to the mass of pupils. Then good private schools are few in number. They are responsible only to their patrons, who often know nothing of the value of a school and judge only by the price and the tinsel. Discipline in many of them is a thing unknown or is put upon a military basis fit only for pupils who cannot be governed at home. For the majority of pupils who are not so situated as to be able to enjoy the benefits of good high schools, and cannot meet the cost of first class private schools, endowed academies, where the expenses are moderate and the oversight parental, are needed.

It is, moreover, out of the question to expect taxpayers to provide secondary education for all citizens. The lower schools are inadequate in number and equipment and the high schools are over-crowded and scantily provided with teachers. It is foolish to expect that secondary education will be entirely maintained at

public cost. Besides, an increasing number of parents will not send their children to the public schools. They claim they are too public, that good and bad, bright and dull, are brought together in a way to spread moral pestilence and destroy the ambition of the gifted pupils. Endowed schools that are strong enough to keep out the vicious and not forced to a system of rigid grading that keeps pupils back in one subject because they are deficient in another, are needed for this class. If we admit that the greater part of the secondary instruction will continue to be given by high schools and private enterprises, a considerable field still lies open for endowed academies to fill.

Endowed academies are needed to resist the bread and butter theory of education which prevails and is gathering strength constantly. Greek must go, say the high schools. In fact the popular clamor is for only that which helps to make a man a complete machine for the turning off of work. Man as a contemplative, spiritual being is not provided for in the public school idea. The endowed school stands as a protest against this tendency. It is the hope of the college for maintaining the classical course. Even now the bad effects of training that leaves out the humanities is evident, Worse effects may follow.

The dearth of amply endowed schools is a singular fact in our educational history. There are in the whole United States less than twenty schools having endowments equalling \$100,000. While millions of dollars have been given for the endowment of colleges and universities within the last decade, almost nothing has been done to found and endow secondary schools. This neglect is especially noticeable in New York State, where in 1889-90 the total income from the invested funds of all the Academies was less than \$60,000.

It is fair to raise the question whether the tendency of the times in this matter is a happy one; whether the educational status in New York is improved by allowing voluntary schools to be driven out; whether our colleges do not suffer in rank in the educational world as a result; whether the standard of secondary instruction is not lowered thereby; whether the friends of humanistic culture can afford to allow endowed schools to be rooted out or die of neglect. These questions seem pertinent to the general discussion now in progress of the ends of education and the best means of securing them.

I am of the opinion that it is a serious mistake to ignore the endowed school as a factor in our educational development. Leaving out of account the right of the state to provide secondary schools, which there is room to doubt, a utilitarian view of the case leads me to the conclusion that voluntary schools are the proper public schools of a republic. My appeal to men of wealth, who are inclined to use their money for educational purposes, is that they do not overlook the claims of secondary schools upon their generosity. I believe no money is so wisely invested in behalf of education to-day as that given to build up such schools. New York has many wealthy men who have given and are likely to give even more lavishly in the future to found and build up educational institutions. They ought not to pass by the secondary schools.

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